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AUTHOR Kelly, Eugene W., Jr.
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ABSTRACT

Nine major thrusts and key issues in the improvement of education are cited: (1) attracting and enrolling high quality candidates into teacher preparation; (2) improving both the intellectual and experiential components of teacher education; (3) strengthening the accreditation and approval system for teacher education institutions; (4) establishing fair and rigorous licensing procedures, including testing, for entry into the teaching profession; (5) providing a strong and supportive system of expert supervision for beginning teachers; (6) upgrading teacher salaries to be competitive with comparable professions; (7) insuring for teachers working conditions conducive to personal and professional commitment and growth; (8) providing resources and opportunities for continuing professional development on the part of teachers; and (9) developing and strengthening a system of professional self-regulation in collaboration with administrators and under public authority. While the fifth and ninth items of this list are elaborated upon, it is also pointed out that the legitimate expectations of parents and citizens for learning and the legitimate requirements of teachers for teaching are fundamentally in agreement. Close cooperation and partnership between teachers, parents, and the community is suggested as a basis for the successful improvement of schooling. (JD)

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ENHANCING THE TEACHING PROFESSION

Keynote Address

Arkansas Education Association
Little Rock, Arkansas
October 10, 1985

Eugene W. Kelly, Jr., Dean
School of Education and Human Development
The George Washington University

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Thank you very much for inviting me to be with you on this important and splendid occasion. When Ed Bullington called and asked if I would give the keynote address to the annual meeting of the Arkansas Education Association, I told him that I was flattered -- in the best sense of that word -- and honored that you would invite me to be your keynote speaker. You don't need me to tell you that Arkansas has had a prominent place, especially during the past year, in the continuing and unfolding story of educational improvement efforts all across the United States. You, the teachers of Arkansas, deserve great credit for offering substantive and sensible ideas for educational progress in your State and for saying clearly that, in all educational reform, teachers should be treated fairly and with dignity. Believe me, I am honored to have this opportunity to speak with you this evening.

Being a podium speaker to a large group does have disadvantages. One part of me would much prefer to take this time to speak with you as individuals and especially to listen to you and your ideas. Since that kind of personal dialogue is not possible at the moment, I've tried to imagine in my mind the kind of things I would be hearing from you, if in fact I could be listening to each of you as individuals. I'm no mindreader; I have no clairvoyant powers. But with your kind permission, I want to take just a few minutes to say out loud some of the things about being a teacher which I think you would be saying to me if I were listening to you.[1]

I think I would be hearing you tell me that as teachers you wish to be taken seriously and given your fair measure of respect as mature professionals. I would hear that you do not ask for special favors but simply for fair, just, and decent treatment as knowledgeable and conscientious professionals. I would hear from you no claims of being perfect or knowing all the answers. Rather I would hear an earnest desire for concrete and realistic support -- not just reports, prizes, and tests -- but real support from parents, politicians, and the public -- to carry out the indispensable, wonderful, but also taxing job of educating our children and youth -- day in and day out, year after year -- and long after the enthusiasm of the news media and politicians has waned. I would hear that as teachers you are due in justice a decent and fair salary, and frankly I would wonder with some sadness why we as a society are constantly forcing you into the position of having to push for what is simply your due.

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As I continue to listen, I think I would hear you make an urgent request, almost a plea, that parents take an active and constructive role in the education of their children. I would hear no one wanting to transfer any of the legitimate responsibilities of teachers and schools onto parents or that parents should spend a lot of time at school or set up their own schools. What I would hear instead is that education requires constructive collaboration among teachers, parents, and children.

Since most of us are also parents ourselves, we know that effective parenting requires a great deal of interest, attention, and effort with our children -- and this includes attention to their education. I believe I would hear you tell me that you want parents to be active partners with teachers in the education of their children -- to keep up carefully with their children's school work, to encourage and help them with learning, and to do everything they can to develop in their children the courtesy, self-discipline, and joy of learning that are so indispensable to effective classroom teaching.

I would hear you say, probably at this point with a knowing smile, that you certainly don't expect your students to be angels or always orderly and attentive; you certainly know better than that. But you would say that teaching requires at least some motivation on the student's part and a reasonable amount of good manners and good will. You will acknowledge of course that motivation and teaching classroom manners is part of your job, but these are also and especially parental responsibilities. Parents who spark motivation and courtesy in their children are valuable partners in education.

If I were patient and listened to you a little more, I might hear you also talk about the conditions in which you teach and what you need to succeed in your work with young persons. You would say that you wish the public and decision-makers would truly understand that small classes are critically important for student learning, not to mention teacher morale and staying power. You might also tell me that classroom learning is impeded when teachers lack the materials and supplies they need, and that too many or ill-conceived rules, forms, and extra assignments for teachers not only distract from teaching but also wear unnecessarily on teachers' good will and patience.

Finally, I think most of you would want me to know, despite the difficulties involved, that you derive great satisfaction from working with students. Or to put it more simply and boldly, you would say that you love to teach -- and for that the people of Arkansas should be most thankful.

I know I haven't caught all of your ideas and I may have

missed some that are especially important to you. But I hope I haven't missed too much of what you might say to me. In any case, allow me to go on and at this point invite you to listen with me to another group of individuals - this time parents. Let us listen for a moment to what parents, speaking from the heart, would tell us about schooling and teaching.[2]

Of course, parents like teachers are a mixed group. If we were standing with a group of parents, we would get some different opinions. But I'm confident that we would also pick up several strong common themes. Since parents, as John Goodlad notes, do not worry about statistics but rather worry about their children,[3] we would not hear much about national productivity goals, national defense needs, or even America's place in a competitive world. Rather, we would hear parents telling us that they want their children to learn and become competent in the major subjects which schools teach. They all want their children to be well prepared to enter the world of work, and the majority will tell us that they want their children to be intellectually ready to enter college.

Parents will tell us that they do not expect teachers to be miracle workers, but they do expect teachers to be highly skilled, knowledgeable, and competent in leading their children to learn and succeed in school.

Parents would tell us that they want teachers to care about their children as unique persons. Individual parents don't worry about grade inflation or the normal curve or statistics for the central office. Parents will tell you that they want the teacher to make sure that their children learn and are graded fairly.

Many parents of black and Hispanic children will tell you that recent test scores create special concerns about their children's learning. These parents will tell you that they know their children are just as capable as any others, and they want teachers to bring out all of their children's talents.

If we listen to parents carefully and openly, we will hear them saying that they want teachers to be both expert in group discipline and genuinely respectful to their children as individuals. Parents will tell us that they expect teachers to be skilled in keeping good order in the class but not with tactics that are hurtful to individual children. They will tell us that they want discipline and caring for their children.

I am sure that if we were to take more time we could hear parents tell us much more about their desires for their children and their expectations of teachers and schools. But let's move on and ask, "What does all this mean for enhancing the teaching profession?" The answer lies, I suggest, in the convergence of the legitimate expectations of parents and teachers; that is, in the coming together, on the one hand, of the expectations of parents and all citizens for genuine learning in our schools with, on the other hand, the requirements of teachers for effective teaching in our schools. No one is so foolish as to think that there can be a perfect match of expectations and requirements on all sides. But I am convinced and optimistic that the legitimate expectations of parents and citizens for learning and the legitimate requirements of teachers for teaching are fundamentally in agreement. And -- taking it a step further -- this fundamental agreement forms the basis for what I call a "Partnership for Enhancing the Teaching Profession."

This "Partnership for Enhancing the Teaching Profession" builds on the understanding that the genuine professionalization of teaching and the achievement of excellence in education are not two separate issues, much less are they at odds with one another. On the contrary, providing for teachers all the conditions of a true profession is directly in line with improving education in the public interest. Indeed, I maintain that to put in place all the requirements for the genuine professionalization of teachers is the most effective comprehensive approach for the sustained improvement of education in our schools. Here is my point in a nutshell: if we want lasting improvements in schooling and education, we -- that is the public, policymakers and educators -- we should focus coordinated efforts on the genuine professionalization of teaching.

We cannot stress too much how the public's interest in educational excellence in our schools is indispensably linked with the policy and professional actions necessary to enhancing the teaching profession. Quite frankly, an emphasis on teacher professionalization may arouse in the minds of some the unfair suspicion that the profession is primarily seeking its own welfare to the neglect of the public good. This mistrust and misunderstanding are effectively countered when educators, in cooperation with parents, the public, and policy makers, make clear that the professionalization of teaching is unequivocally and unswervingly dedicated to the public's interest in effective schooling, teaching, and learning. Clearly, the key issues of enhancing the teaching profession are also fundamental issues for excellence in our schools.

My reading of all the explosive activity in education over the past three years in particular leads me to believe that coordinated action is critical in order to consolidate several

major thrusts currently underway for the improvement of education and the enhancing of teaching. What are the major thrusts and key issues? Nine key areas -- all connected with excellence in education and enhanced professionalism for teachers -- require concerted action by policymakers, educators, and the public:

(1) Attracting and enrolling high quality candidates into teacher preparation;
(2) Improving both the intellectual and experiential components of teacher preparation;
(3) Strengthening the accreditation and approval system for teacher education institutions;
(4) Establishing fair and rigorous licensing procedures, including testing, for entry into the teaching profession;
(5) Providing a strong and supportive system of expert supervision for beginning teachers;
(6) Upgrading teacher salaries to be competitive with comparable professions;
(7) Insuring for teachers working conditions conducive to personal and professional commitment and growth;
(8) Providing resources and opportunities for continuing professional development on the part of teachers; and
(9) Developing and strengthening a system of professional self-regulation in collaboration with administrators and under public authority.

While some may argue that all this is too much to undertake at once, a fragmented or piecemeal approach is likely to produce counterproductive friction that will block overall progress in education and teaching. For example, attracting and enrolling high quality candidates into teacher education, not to mention retaining experienced teachers, will be undermined unless improvements are also made in teacher salaries and the conditions of teaching. The establishment of rigorous licensing procedures, including professional examinations, will generate opposition unless teacher preparation is strengthened and unless there are parallel moves to improve teacher salaries and the conditions of teachers as professionals. Supportive supervision for beginning teachers and continuing professional development for experienced teachers will be slighted if policy makers narrowly misdirect resources to isolated testing schemes that deal with minimum competencies, or to merit pay schemes that ignore, and even aggravate, the fundamental problem that teacher salaries are too low practically everywhere.

Of course, no single person or group of persons can undertake action on all nine of these fronts at once. What we can do, however, is to keep emphasizing the whole picture. What we can do is to demonstrate that the theme of a "Partnership for Enhancing the Teaching Profession" is clearly and inextricably

connected with the public's interest in excellence in schooling. What we can do, through our professional associations and our contacts with parents and the public, is to show that the enhancement of the teaching profession is a comprehensive effort in which the public, students, and teachers are all winners. What we can do is to be sure that single-focused efforts are also supporting, at least indirectly, the longterm achievement of all the actions necessary to enhancing the teaching profession in the public interest. For example, when public officials shortchange teachers on salary increases to make up for deficiencies in facilities and resources, they are working very real damage, not only on individual teachers, but also on the public and the profession, who are now less able to attract and retain teachers. When legitimate certification requirements are carelessly set aside or reduced to meet teacher shortages, then efforts to strengthen teacher preparation programs are undermined. And when teachers allow themselves to become isolated from one another and the larger professional issues , such as professional self-regulation under public authority or collegial responsibility for their schools' programs, then they are resigning themselves to the status of quasi-professionalism.

Fortunately, significant efforts are underway for developing a comprehensive, coordinated approach to enhancing the teaching profession. Of special interest is the recently announced project of the Carnegie Forum on Education and the Economy. This project, which is headed by Lewis Branscomb, Chief Scientist of IBM, and includes Mary Futrell and Albert Shanker, is explicitly dedicated to nurturing a comprehensive and broad based approach to teacher professionalization.[4] Many other groups are also working on parts of the mosaic of teacher professionalization. Just last month, Education Week reported the increasing emphasis that both Mary Futrell and Albert Shanker, of NEA and AFT respectively, are placing on the issues of teacher professionalization.[5] The Education Commission of the States, under the leadership of Governor Kean of New Jersey, recently initiated a promising project called Teacher Renaissance.[6] Teacher professionalization is highlighted in a thoughtful new report titled, Investing in Our Children, just published by the Committee for Economic Development.[7] What is especially encouraging about all these efforts is the broad based participation of diverse groups and the intention to grapple comprehensively and coherently with all the major issues connected with teacher professionalization.

For the next few minutes, I want to elaborate briefly on just five of the nine action areas which I listed earlier. The other four, dealing primarily with teacher education are certainly important, in themselves and to me as a teacher educator. But I can save them for another audience. So as not to test your kind patience, I will touch lightly on two areas, emphasize only three, and even two of these I'll combine.

First, a word about the need for providing a strong and supportive system of expert supervision for beginning teachers. This, of course, is no new idea, but with few exceptions, it is an unimplemented idea. Certainly, there are cases in which experienced teachers help novice teachers, and some principals are especially supportive. States such as Oklahoma and Virginia have initiated programs for first year teachers, but they are primarily evaluation programs, not professional support programs. By and large, we do not offer sustained, systematic programs of supportive supervision to novice teachers. Rather than invest energy and resources in more programs to evaluate and test teachers, I propose that every state establish a program to provide every novice teacher a minimum of one hour per week of in-class observation, one hour per week of individual supportive supervision, and one hour per week of professional group discussion with an experienced educator. This program should be designed and carried out cooperatively by experienced teachers, administrators, and teacher educators. I propose this not for the purpose of evaluating or screening -- these can be done separately -- but for the purpose of intensive supportive supervision during the first critical year of teaching, with provision for less intensive assistance in the second and third years of teaching.

I read in the September 1985 issue of the Arkansas Educator Ed Bullington's statement that Arkansas teachers "have a duty and an obligation to pursue goals and objectives we know are in the best interests of students and teachers".[8] Allow me as an outsider to say to you that one of the most professionally effective and personally unselfish tasks that you can undertake is to work, in Arkansas, for a beginning teacher program that provides sustained and systematic professional support to beginning teachers. Do not be satisfied with so-called assistance programs that are in reality just evaluation and screening. Do not be satisfied with vague statements that "We look after our new teachers." And I'm sure you won't ignore this issue with a statement like, "Well I got through my first year without any help." A true profession is one that provides strong, sustained, systematic professional support to beginning teachers.

I cannot speak realistically of enhancing the teaching profession without noting the still unacceptable salaries that so many teachers receive. The 1985 Statistical Report from the National Center for Education Statistics confirms what you already know: for almost 10 years between the mid 1970's and the early 1980's, teacher salaries declined in constant dollars, and only since 1982 have they been making a comeback.[9] Not said anywhere in the report is that this comeback often has had to be won by teachers themselves in yearly contract struggles, and that some of the comebacks are now in jeopardy because of inadequate public funding.

Enhancing the teaching profession and improving education are greatly impeded by low teacher pay. To cite just two pieces of evidence. The 1985 Metropolitan Life Survey of the American Teacher found that 51% of all teachers say they've considered leaving teaching and fully 27% say they are "very likely" or "fairly likely" to leave in the next five years. And of those who have considered leaving, 94% cite the lack of a decent salary as influencing their decision.[10] And on the front end of teaching, the 1985 NCES Report states simply, "College graduates who select careers other than teaching often cite low teacher salaries as a major factor in their choice." [11]

There are a few recent bright notes on teacher salaries. New Jersey has set the minimum beginning teacher's salary at $18,500 and a legislative committee just recommended the same for beginning teachers in Connecticut. New York City recently raised beginning teachers' salaries 38% to a little over $20,000. Clearly, this is the time for every state to provide quantum salary leaps that will make teacher salaries competitive with salaries in comparable professions. Although some progress has been made, Ernest Boyer's recommendation, offered two years ago, is still valid for many areas. He wrote: "As a national goal, the average salary for teachers should be increased by at least 25 percent beyond the rate of inflation over the next three years, with immediate entry-level increases".[12] Even the general public, which is in a no-tax mood, looks favorably on increasing teacher salaries. The recent Gallup Poll on Public Attitudes toward Public Education found that "again this year the U.S. public tends to feel that public school teachers are underpaid. In 1985 about four Americans in 10 (43%) feel that teachers' salaries are about right, but only 6% say that they are too high, whereas 33% say

that they are too low."[13] A decent professional salary not only is due in justice to teachers but also provides a strong base and incentive for rigorous professional standards for teachers. I'm sure that AEA will move forcefully on this issue.

Central to the enhancing of the teaching profession is the ninth point which I listed earlier; namely, "Developing and strengthening a system of professional self-regulation in collaboration with administrative leaders and under public authority." There are three interrelated issues, all extremely important to the professionalization of teaching, imbedded in this one point.

First, self-regulation. In an excellent 1984 report titled, "A New Design for the K-12 Teaching Profession and Recommended Next Steps," prepared for the California Roundtable on Educational Opportunity, the authors ask this pointed question "finally, how can teachers, after years of buffeting, be encouraged to stop asking permission and take responsibility themselves for the teaching profession?"[14] This provocative, and for some probably threatening, question strikes to the very heart of what it means to be a professional. A professional is a knowledgeable and highly competent practitioner who is capable of making significant independent decisions, and is expected to make such decisions not just in a narrow sphere of activity, for example inside a classroom, but also in the broader sphere of professional activity, for example at the school level and indeed for the profession as a whole.

The almost complete lack of comprehensive professional self-regulation leads Henry Mintzberg, one of America's leading researchers and theorists on organizations to refer to teachers as a "dominated meritocracy", or what we might better call a dominated profession. That is to say, the prerogatives that most comparable professionals take for granted are denied to teachers, so that school organizations tend to be authoritarian hierarchies, overinfluenced by politics -- all to the detriment of teaching and learning. In commenting on Mintzberg's analysis, Michael Imber of the University of Kansas wrote: "If the goals of schooling are to coincide with its stated mission, (which is) learning, schools must be encouraged to function (in an undominated professional manner - "as meritocracies"). Teachers must be perceived as possessing knowledge and skills vital to the mission of the school and as irreplaceable. Teachers must be allowed to exercise professional prerogatives with minimum interference from those who lack training and competence...and to control their own professional lives."[15]

To emphasize professional self-regulation does not mean abandoning orderly lines of authority or reducing public authority and public control of education. As my friend and colleague Dave Darland likes to say, "The teaching profession should not control education any more than the medical profession should control public health." Rather, professional self-regulation means that teachers, highly skilled as a professional group in all aspects of education, like instruction, curriculum, textbook analysis, and human development and communication -- such a professional group should have extensive responsibilities in all aspects of schooling and the profession itself.

Take, for example, the thorny issue of teacher evaluations and decisions about incompetent teachers. The teaching profession itself, working collaboratively with administrators and public officials, has an ethical responsibility, if you will, to police its own ranks. I propose that teachers have a professional responsibility and should play a leading role in establishing and administering rigorous licensing standards, working with administrators in developing and implementing meaningful evaluation procedures, and hearing and making recommendations on cases of incompetent performance.

Let me bring in here a second and related issue in self-regulation, namely that professional self-regulation is carried out under public authority. Although this relationship has several complexities, I suggest that it is not nearly as troublesome as some would lead us to believe. In the late 1970's I served for several years on the Virginia Board of Professional Counselors. This board, which is authorized under legislation passed by the Virginia General Assembly, is made up entirely of professional counselors. The professional board operates in accord with broad legislative guidelines, under Virginia state authority and in line with general policies set by the Virginia Board of Behavioral Sciences, which includes several lay citizens. Here is a marriage, so to speak, of public authority operating in the public interest, with professional self-regulation, also operating in the public interest by setting and implementing standards for professional practice.

Now I realize that there are some important differences between what might be called the private sector professions, such as medicine and law, and what we might call the public sector profession of teaching. But the differences are not so great that we cannot employ for the teaching profession self-regulation arrangements used in other professions. Can we not tap far more extensively than we are presently doing the professional expertise, creativity, and good will of teachers themselves in enhancing teaching and the whole of schooling? Is it so unthinkable that teachers, like their peers in comparable professions, should be the major actors in setting and implementing quality standards for teaching and schooling? Certainly the governor, state legislature, the state and local boards of education, comprised of public citizens, will continue to set public policy for our schools. This is the way it should be and will be. But it is also reasonable that a professional

licensing or certification board, operating under legislative authority and in line with public policy, should be composed of teachers, primarily K-12 teachers along with a few teacher educators and administrators. This professional board should develop and recommend standards, oversee the licensing process, and have responsibility for maintaining quality practice. Members of such a board would, of course, be appointed by the Governor, who would receive nominations from many sources. My guess is that such a professional teacher board would set and enforce standards at a quality level easily beyond standards presently in place. I offer a friendly challenge to AEA to undertake the kind of public dialogue that will lead Arkansas to put professional standards into the hands of competent and caring teachers on a professional licensing board under public authority.

The third aspect of professional self-regulations is that it is exercised in collaboration with administrative leadership. I recently visited the office of the superintendent of a large school district. During our conversation he took me into what he called the anxiety room. It turned out that he was referring to the anxiety of school principals. Around the walls of the room were posted the charts of all district schools, over a hundred, showing the math and verbal scores of students over a three year period. He contrasted two charts in particular, one showing a sharp drop in student scores, the other dramatic gains. He noted that the principal of the first school had been replaced. Commenting on both schools, he said that one principal was out of touch and didn't work with his faculty; the other worked closely and effectively with his faculty.

Well, no surprises in those comments, you might say. My point here is to emphasize the widely accepted, yet all too widely ignored, process of "working with people." Teacher self-regulation does not mean a schism between faculty and administrative leaders. Professional self-regulation at the school level represents a freeing up of teacher creativity and responsibility, and a collaborative use of this creativity and responsibility for the good of the whole school. An enhanced teaching profession is one in which teachers work as professional collaborators in a collegial atmosphere with administrators to establish and work toward common goals and solve common problems.

It is very fashionable nowadays for educational administrators to refer to management methods in business. Well, if there is any basic principle that is especially stressed in business, it is the importance of working collaboratively with people. Read or reread <u>In Search of Excellence</u>, and again and again you will see how, in successful companies, effective managers work respectfully and collaboratively with fellow workers.[16] Even more importantly in schools, where teachers are well educated professionals, it is critically

important that teachers work to establish, and principals work to foster, a highly collegial setting in which there is frequent and in-depth consideration and collaborative action planning on important academic and professional matters. I recognize that deeply ingrained attitudes and patterns of behavior, both on the part of many teachers and administrators, do not make productive collegiality easy to achieve as a widespread and accepted way of running schools. But I am convinced that enhanced professionalism and improved schooling cannot flourish without such collaboration and collegiality.

The final point on professionalization that I wish to emphasize is the need for insuring for teachers working conditions conducive to personal and professional commitment and growth. A recent draft report of a teacher education group states that "for most of America's teachers, the '3 R's', that is, their rights, responsibilities, and rewards," are not in line with the legitimate expectations of college graduates. "Notably absent for most teachers, for example, are the prerogatives and civilities accorded most other college graduates. Teachers rarely have an office, phone, or typewriter - not to mention a secretary - at their ready disposal. Even such common amenities as coffee breaks, bathroom privileges, and lunch-hour periods of respite from demanding 'clients' are seldom readily available." And we can add to these the undifferentiated and often low-level in-service that experienced as well as novice teachers must participate in, a workload that requires correction of papers for a student load of usually well over a 100, and a work day structured for individual isolation and a lack of adult interaction and professional collegiality.

Is it any wonder that Ernest Boyer, in his book High School, under the heading, "Teachers: Renewing the Profession," writes bluntly, "the working condition of teachers must improve. Many people think teachers have soft, undemanding jobs. The reality is different"? Then in summary form, Boyer lists 29 areas for improving the working conditions of teachers, including instituting a daily load of four classes, a minimum 60 minute period for preparation and record keeping, exemption from routine monitoring of halls and lunch and recreation periods, and a two-week, compensated teacher professional development time every year for study and professional self-improvement.[17]

Professional organizations such as AEA have gradually made progress in improving the conditions of teaching. But does anyone here doubt how much more needs to be achieved so that you as teachers will have the conditions that you need for the truly effective and professional practice of teaching? An important part of your effort must be to show the public, policy makers, and other decision makers that providing working conditions conducive to personal and professional commitment and growth is

not only an indispensable part of teacher professionalism but also is critically important to the continuing improvement of education. Unless you as teachers can function with dignity and integrity in professionally supportive working conditions, it is very difficult, especially over time, to be as effective a teacher as you can be. You owe it to your students especially, as well as to yourselves, to continue striving for professional conditions in your work.

Despite rhetoric and efforts to the contrary, there is considerable evidence that teaching is treated as a quasi-profession, with severe negative effects that ripple throughout the schools. The talents of many teachers tend to be confined to narrow channels and have limited impact on the overall conditions of either the schools or their own professional lives. Too many talented teachers choose to leave teaching; others reluctantly go into administration to improve their lot. Most (thank God!) persist as committed and expert teachers despite financial rewards less than that of peers in other fields. A few others, unfortunately, seal themselves off from the risks of growth and change, and a very few more or less give up on the job. A genuine professionalization of teaching, by significantly upgrading the position and qualifications of teachers, could help to stimulate and institutionalize major improvements in teacher education, schooling and student learning, capitalize on the unused talents of teachers, and establish professional integrity and fairness for teachers.

In the first part of this talk, I called for a "Partnership for Enhancing the Teaching Profession." Much of the responsibility for forging this partnership among teachers, parents, the public, and policy makers rests with you. I am convinced that only through this partnership can substantial and lasting achievements be made toward enhancing the teaching profession. This is a special challenge for AEA.

Now that I've come to the conclusion of my talk, I want to shift briefly from the profession as a whole to emphasize the importance of you as individual professional teachers. Policy decisions and administrative actions, important and indispensable as they are, cannot in themselves fully meet the aspirations of persons who desire to function as highly effective teachers. In other words, your own personal renewal as an effective professional teacher ultimately lies beyond the scope of policy and administrative acts. Certainly, policy actions are essential and desperately needed in many areas. Such actions, by enhancing the teaching profession, set the stage for effective teaching. But ultimately each of you must continually choose to renew yourself, to push for changes in yourself and the profession, and to become the best possible teacher you can be. For those satisfied with the status quo, or who wish to be left alone in their own narrow sphere of operation, or who are unwilling to tolerate the occasional tension associated with change, either in themselves or

the profession, the move toward personal renewal or professionalization will be unsettling. But to those for whom continuing growth and renewal pertain to the essence of teaching and learning, the comprehensive drive to enhance the teaching profession is a cause which deserves your support and anticipation.

FOOTNOTES

[1]See Alec M. Gallup, The 17th Annual Poll of the Public Attitude toward the Public Schools, Phi Delta Kappan, 67(1), September 1985, 35-47; and Metropolitan Life's 1985 Survey of the American Teacher.

[2]See Ibid.

[3]John L. Goodlad, A Place Called School. New York: McGraw-Hill, 1984.

[4]Education Week, 4(36), May 29, 1985, 1 & 12.

[5]Education Week, 5(1), September 4, 1985, 1 & 32.

[6]Teacher Education Reports, 7(18), September 26, 1985, 5.

[7]Investing in Our Children: Business and The Public Schools. A Statement prepared by the Research and Policy Committee of the Committee for Economic Development, New York, 1985.

[8]Arkansas Educator, 11(1), September 1985, 2.

[9]The Condition of Education. 1985 Statistical Report of the National Center for Educational Statistics, U.S. Department of Education, 141 & 164.

[10]Metropolitan Life's 1985 Survey of the American Teacher.

[11]The Condition of Education, 1985, 141.

[12]Ernest Boyer, High School. New York: Harper & Row, 1983, 91.

[13]Gallup, The 17th Annual Gallup Poll of the Public's Attitude Toward the Public Schools, Phi Delta Kappan, 67(1), September 1985, 39.

[14]A New Design for the K-12 Teaching Profession and Recommended Next Steps. A progress report for the California Roundtable on Educational Opportunity, prepared by the Symposium Planning Committee in Asilomar, Calif., July 1-2, 1984, 12.

[15]Michael Imber, An Essay Review of Power In and Around Organizations by Henry Mintzberg (Englewood Cliffs, N.J.: Prentice-Hall, 1983), in Educational Administration Quarterly, 20(1), Winter 1984, 143-149.

[16]Thomas J. Peters and Robert H. Waterman, Jr., In Search Of Excellence, New York: Harper & Row, 1982.